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ABSTRACT

Two projects (Preparation of Vocational Personnel for Assessing Needs and Improving Employability of Selected Homemakers, November 1978 through June 1979, and Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups, February 1979 through June 1980) were conducted to assess the needs of selected Arkansas displaced homemakers, to prepare vocational personnel to develop and test programs to meet those needs, and to provide guidelines and curriculum materials helpful to other vocational personnel for program development. Analysis of data from 107 questionnaires revealed the following: 67 per cent of the homemakers desire and/or need more job training and employment: 46 per cent of these homemakers had less than a high school diploma; and displaced homemakers experienced legal, housing, transportation, personal, medical, and financial problems. The assessment provided the basic data for the development of programs including seminars to train teachers in the needs of displaced homemakers, to provide teaching aids to increase displaced homemaker employability, and to aid in the development and evaluation of pilot courses involving 125 homemakers. The program sought to help displaced homemakers enhance their self-concept, identify their present skills, organize for their dual role of homemaker/wage-earner, and accept referral to government/community agencies for further training. Recommendations called for increased program funding, more student support services, and making displaced homemaker programs a priority in state planning. (The questionnaire, a sample program outline, references, and case studies are appended.) (MN)

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DEVELOPING PROGRAMS FOR (DISPLACED) HOMEMAKERS IN TRANSITION

Partial Report of Projects:

Preparation of Vocational Personnel for Assessing Needs and Improving Employability of Selected Homemakers
November 1978 - June 1979

Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups
February 1979 - June 1980

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FOREWORD

Vocational Education has an impressive history of serving the educational needs of individuals within society. Within this decade, changing social conditions have contributed to the emergence of large numbers of newly recognized groups of homemakers who have special educational needs. These are: (1) Homemakers who have not been previously employed; (2) Homemakers who are employed part-time but seek full-time employment; (3) Single heads of households who lack job skills; and (4) Women and men who wish to train for non-traditional jobs.

As is customary in the foundations of effective educational programs, basic data about the potential clientele must be documented. This report presents the findings of a study made to assess the needs of selected homemakers and the preparation of vocational personnel to plan educational offerings to meet these needs.

These findings indicate that vocational home economics educators can serve the needs of this clientele with relatively small investments of in-service education. However, the service to this clientele group would be appreciably strengthened by utilizing some full-time personnel.

Grateful acknowledgement is given to the staff of Program Planning, Division of Vocational, Technical, and Adult Education, Arkansas Department of Education, for partial financial support and professional assistance in planning and implementing this study.

The study and report were directed by Dr. Reba J. Davis, Associate Professor, with the able assistance of Kaye Brock and Marjorie Marugg, Graduate Assistants. The teachers pioneering work with (Displaced) Homemakers in Transition in 1979 were Glae Anderson, Helen Clark, Suzanne Davidson, Pearl Doyel, Carolyn Friedl, Aurelia Gaylord, Gloria Merrick, Joyce Merrick, Virginia Neill, Kathleen Peek, Elaine Shoptaw, Carolyn Starr and Sheila Terrell.

This report should be of interest to vocational educators and other agencies and organizations who wish to serve the needs of adults caught in the rapidly shifting societal roles.

Denver B. Hutson
Coordinator of Vocational Education
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ACKNOWLEDGMENTS

Successful completion of the homemaker in transition projects was possible because of the cooperation of a large number of individuals and agencies.

Denver B. Hutson, Coordinator of Vocational Education, College of Education, University of Arkansas, offered many encouraging suggestions and was always available for counsel. Peggy Patrick, Coordinator of Program Development, Research, and Exemplary Programs, Arkansas Department of Education, consistently provided sound advice and encouragement. Frances Rudd, Supervisor of Home Economics Education, provided compassionate support and invaluable suggestions. Many others in the State Department of Education, Division of Vocational, Technical and Adult Education were cooperative and supportive of the project.

Cooperation of community agencies was vital for success. Special gratitude is expressed to the Arkansas Employment Security Division on the state, regional and local levels. Each office contacted provided personnel and information which greatly enriched the programs. Arkansas Social Services provided invaluable assistance with many personnel providing expertise where needed. United Community Services and its cooperating agencies provided invaluable assistance. Community newspapers and radio and television stations were most helpful in publicizing events.

Special appreciation goes to Roxanne Rackerby, Center for Instructional Media and Development, University of Arkansas, who designed the homemaker in transition logo.

The most important people were the HIT teacher-leaders and their participants who shared their needs and worked together in helping to

solve problems. These leaders and homemakers in transition were constantly an inspiration and challenge to the project staff.

The invaluable contributions of Peggy Manger, Secretary, who managed to have materials ready as needed are gratefully acknowledged. Other project staff personnel making important contributions are Kaye Brock, Judy Harris, Margaret Maddox and Bobbie Wyatt.

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INTRODUCTION

Developing Programs for (Displaced) Homemakers in Transition is a partial report of the projects: Preparing Vocational Personnel for Assessing Needs and Improving Employability of Selected Homemakers, 1978-79, and Developing and Providing Multipurpose Employability Services and a Supportive Environment for Displaced Homemakers and Related Groups, 1979-80. These projects were conducted to assess needs of the selected homemakers in Arkansas, prepare vocational personnel to develop and try out programs to meet those needs, and to provide guidelines and curriculum materials which would assist other vocational personnel in program development.

Chapter I provides a brief historical overview of the displaced homemaker movement in the nation and in Arkansas. Results of the needs assessment conducted by project staff and teacher-leaders are given in Chapter II. Programs conducted and guidelines for developing other programs are the major content of Chapter III. Recommendations for Vocational Education involvement in displaced homemaker program are in Chapter IV.

The publication, Curriculum Guide for (Displaced) Homemakers in Transition, will provide teaching plans and materials which have been field tested. It should be available by Fall, 1980.

The project staff and participants believe that investments of human and material resources with the displaced homemaker in transition would yield high rates of return in quality of human life and economic resource development. This publication is meant to offer assistance to others who may become interested in developing programs for displaced homemakers in transition.

Chapter I

THE DISPLACED HOMEMAKER MOVEMENT

Displaced Homemakers first achieved national recognition and publicity in 1975 through the efforts of two women--Tish Sommers, a divorcee in her 50's, and Laurie Shields, a widow also in her 50's. Sommers and Shields combined their community organization and advertising skills to found the Alliance for Displaced Homemakers. They successfully spearheaded efforts to win passage of the California Displaced Homemaker Bill and established the first center for displaced homemakers in Oakland, California, that same year (1).

Encouraged with their success in obtaining state funding in California, Sommers and Shields gained the support of Congresswoman Yvonne Braithwaite Burke who introduced the first federal displaced homemaker assistance bill in May, 1975. The federal bill got nowhere. The two leaders, with the support of such organizations as the American Home Economics Association, provided information to their members. By the end of 1976, there were nearly 70 cosponsors of the Burke Bill. Senator Birch Bayh of Indiana introduced the companion bill, S 418 (2).

The 1976 Amendments to the Vocational Education Act named displaced homemakers as a special clientele to serve (3). Also in 1976, the state of Maryland passed legislation designating funds for starting a center for use by displaced homemakers (4).

As of November, 1978, state legislation for displaced homemakers had been passed in 21 states. Most state programs took the "center" approach. Skills assessment, divorce counseling, assertiveness training and job hunting classes were offered (5).

In Arkansas, vocational education sponsored displaced homemaker classes were held at the Pulaski Vocational Technical School in 1977, under the leadership of Kathleen Peek. These two to three week classes have been held twice yearly since that time.

In October, 1978, the Arkansas Board for Vocational Education, Division of Vocational, Technical and Adult Education, State Department of Education, awarded a $10,000.00 grant to fund the proposal from the University of Arkansas' Area of Vocational Education. The purpose of the project was the preparation of vocational personnel for assessing needs and improving employability of selected homemakers (6). Thirteen teacher-leaders and two graduate associates were involved in four weekend seminars and were trained to work with the following target groups: Homemakers who have not been previously employed; homemakers who are employed part-time but seek full-time employment; single heads of households who lack job skills; women and men who wish to train for non-traditional jobs. (See Appendix A for names of project personnel.) Data were analyzed from 107 questionnaires. Pilot courses involving 150 homemakers were held in five cluster areas: Hope, Helena, Magnolia, Little Rock and Fayetteville (7).

The year 1978 was a pivotal one for displaced homemakers. In October, 1978, the House and Senate passed the Comprehensive Employment and Training act, including services for displaced homemakers. President Carter signed the bill on October 27, 1978, making it Public Law 95-524 (8). The first national training conference on displaced homemakers was held in Baltimore, Md. An outgrowth of the conference was the formation of a National Displaced Homemakers Network which monitors developments

pertaining to displaced homemakers. Also in 1978, the Business and Professional Women's Foundation provided space and staff support for the National Displaced Homemaker Network office in Washington, D.C. (9).

The Arkansas Department of Education awarded a second grant to fund the proposal from the Area of Vocational Education in January, 1979. The major objectives were: to provide a statewide needs assessment; to develop a plan of work to provide special services needed by the target groups; to develop strategies within linkage sites which could serve as a model; to develop and refine courses in Pre-Employability and Personal Resource Management (10). The 1979-80 project included 27 teacher-leaders and one graduate student. (See Appendix B for project personnel.) This group conducted a statewide needs assessment, developed model programs and linkage sites, developed and wrote the following publications: Developing Programs for Displaced Homemakers in Transition and Displaced Homemakers in Transition Curriculum Guide.

Scope of the Problem

In 1977, one in every eight families--7.2 million--was headed by a single woman. Single women headed 12 percent of all American families. Single men headed two percent of the families (11). With the dramatic increase in divorce, the numbers of single family heads are increasing rapidly. Over the past ten years, the number of single parent families headed by women has grown ten times as fast as two parent families (12). With women's incomes traditionally falling well below the average men's salaries, this means families are existing on less and less income.

At the same time, many are separated from a larger family system and alone must perform duties normally performed with the aid of a spouse and other family members.

Definition

There is no single definition of a displaced homemaker. It is generally agreed that a displaced homemaker is, in part, an individual who has not worked in the labor force for a substantial number of years but has, during those years, worked in the home providing unpaid services for family members. The homemaker usually has been dependent on the income of another family member or on public assistance, but is not (or soon will not) be supported by that income (13). The homemaker frequently is unprepared to enter the labor force due to the lack of marketable skills or adequate training. The homemaker may be ineligible for welfare assistance if not disabled or if children are too old for aid to dependent children. The individual was engaged in unpaid labor in the home and cannot receive unemployment compensation. The homemaker may be unemployed or underemployed and may be experiencing difficulty in obtaining or upgrading employment.

Arkansas Vocational Program Name

The term, displaced homemakers, had little appeal to either homemakers or professional helpers. The name, Homemakers in Transition, (HIT), was selected because of its positive implications of movement rather than stagnation. Therefore, Arkansas Vocational Programs are designated as HIT programs.

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Chapter II

NEEDS OF ARKANSAS HOMEMAKERS IN TRANSITION

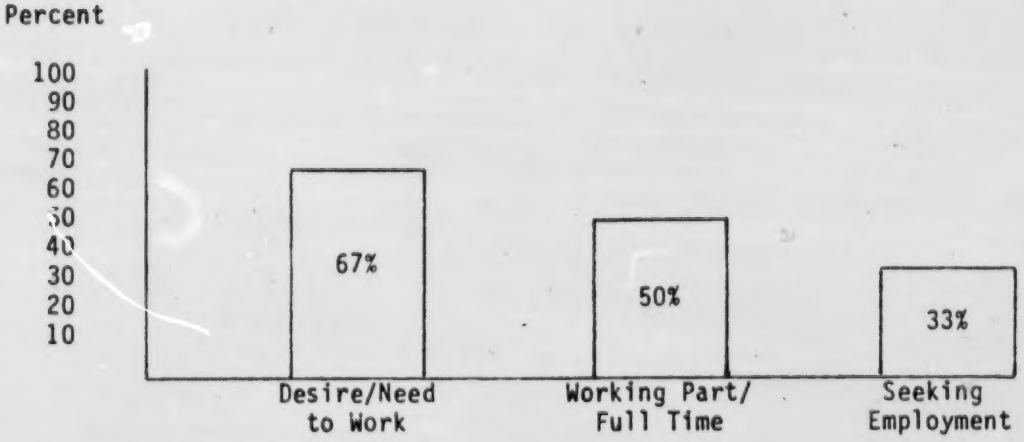
Data from 107 questionnaires administered in six geographic areas of Arkansas were analyzed to learn the specific needs experienced by the target population. (See Questionnaire and Directions for Telephone Survey in Appendix C.) The most significant finding was that no person was found who had no need for specific kinds of help mentioned in the survey instrument. Almost all had needs for specific help which vocational educators could provide. Case studies of June, Rachel and Verda are given in Appendix D.

1. Employment Needs

Figure 1, below, indicates that 67 percent of the homemakers desire and/or need to work more than they had at the time of the study. With 50 percent already employed either full or part-time and 33 percent more seeking employment, there was some overlap in responses which provided for more than 100 percent in the categories. However, these percentages clearly indicated both willingness and need for employment among the HIT group.

Figure 1

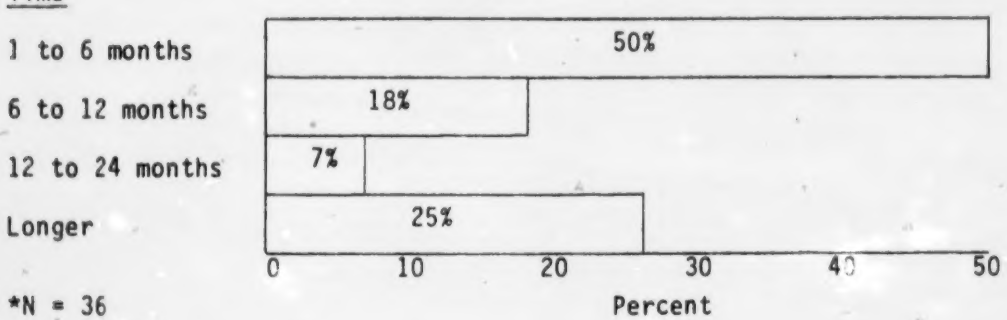
Employment Needs of Homemakers in Transition



Within the group who were seeking employment, Figure 2 depicts that one-fourth had looked for jobs over two years. About one-half had looked for employment between one and six months, while one-fourth had looked for work more than six months but less than two years. It was not ascertained what these subjects meant by "looking for a job," nor how actively they pursued job seeking. However, their perceptions indicated that they were unable to find employment. Other data indicate that less skilled workers and older workers are least likely to find employment.

Figure 2

Time Current Job Seekers Have Looked for Work*



*N = 36

2. Education and Training Needs

Figure 3 points out that 75 percent of the homemakers recognized the need for more education and/or job training before either becoming employable and/or obtaining a job which they believe would provide adequate income for their circumstances.

Figure 3

Education/Training Needs Expressed by HIT*

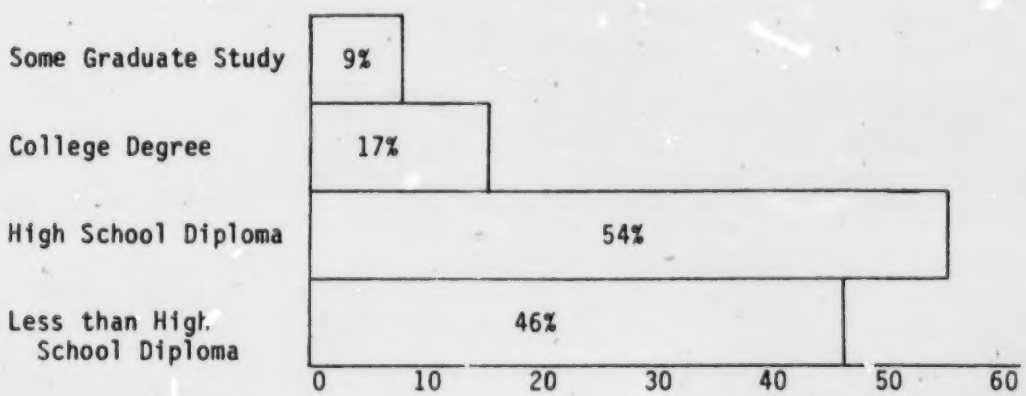
75% NEED MORE EDUCATION AND/OR JOB TRAINING

*N = 107

Current education levels as expressed in Figure 4 reveal that 46 percent of the homemakers had less than a high school diploma. This group was eligible for either Adult Basic Education (ABE) or General Education Diploma (GED) programs. With more than half of the group having high school diplomas or equivalency certificates, these would be eligible for post-secondary educational opportunities in the state. College degrees are held by 17 percent of the HITs and nine percent had completed some graduate study.

Figure 4

Education Level of Homemakers in Transition*



*N = 99

The wide range of educational levels shown by the group supported the notion that the displaced homemaker syndrome is no stranger to even the highly educated person. Nor does a highly educated person experience less emotional trauma as is illustrated by an example of a person with a Master's Degree, not among those in the study, who came by the author's office recently on a semi-active, less than whole-hearted job seeking visit. This person is typical of many whom the author has known personally who are not in this study. For this purpose, the name, Beth, will be assigned to the person.

Beth finished a Master's Degree during summers and taught in a high school during the regular term. She married and became a full time homemaker with one child in the family. After about ten years, suddenly there was no longer a husband-provider. Beth did not want a divorce and for about ten months she held on to the hope that he would return. Her friends advised her to return to teaching. Thus, her half-hearted, tear-filled job seeking efforts were initiated. The "Cinderella Syndrome," instilled in early childhood and nurtured throughout the life of even this highly educated woman with a very high grade point average, appears the strongest value she holds; thus, the hardest to modify or give up.

3. Problem Areas Expressed

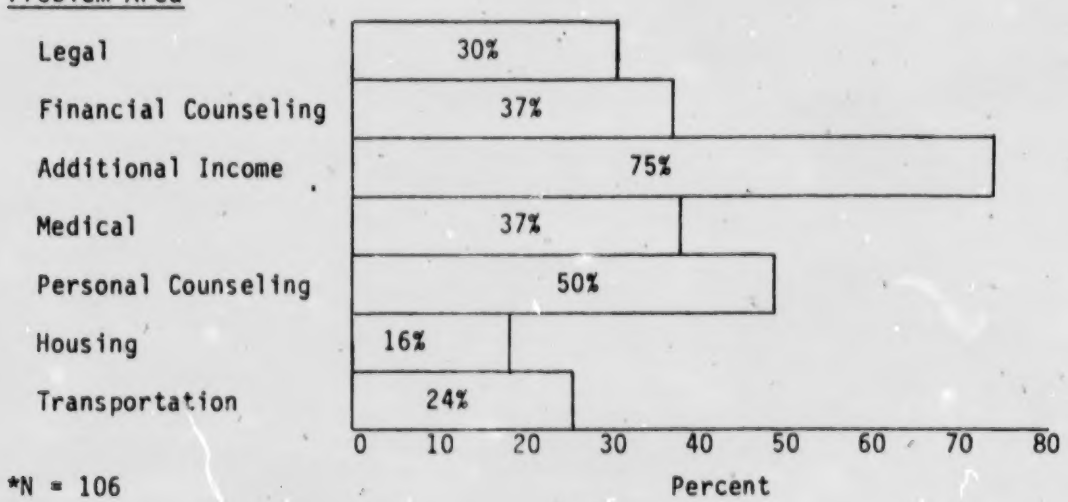
HITs expressed a variety of problems with which they needed help. Figure 5 illustrates the percentages of those recognized problems in this descending order: Additional income, 75 percent; personal counseling, 50 percent; financial counseling, 37 percent; medical, 37 percent; legal, 30 percent; transportation, 24 percent; and suitable housing, 24 percent. As teacher-leaders learned in working later with various people with whom the questionnaire was administered, the severity of problems expressed

ranged from mild to severe. One person had been divorced for more than four years and had received regular alimony checks. She had moved from one relative to another until she had been asked to leave each remaining "safe" home. At the time she contacted the project staff, she had been left by a grown son at a motel. He paid rent for a week and told her that she must fend for herself. She appeared as grieved about the loss of her homemaking job then as she could have been four years earlier. She had been unable to accept the reality of the broken dream situation. After several phone conversations, she discontinued contact. She would not reveal a current address or telephone number to the project staff nor to the Employment Security Division who had also tried to help her.

Each teacher-leader involved in this effort acquired vivid case study material depicting the plight of the displaced homemaker in transition. They share their experiences readily.

Figure 5

Problem Areas Expressed by Homemakers in Transition*



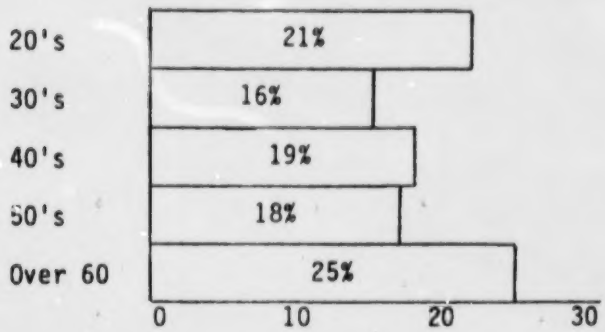
*N = 106

4. Age, Dependents, and Income

The age range of the HITs was well distributed between those in the 20's through the over-60 group. Figure 6 graphically illustrates the distribution with the largest group, 25 percent, being over 60; and the next largest group, 21 percent, in the 20's.

Figure 6

Ages of Homemakers in Transition*

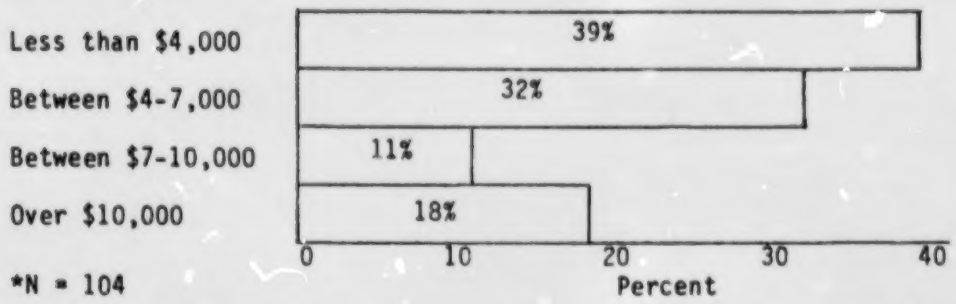


*N = 103

Income varied widely among the subjects of the study as shown in Figure 7. The largest category, 39 percent, of homemakers had less than $4,000 annual income. This means that about forty percent of this group were at or below the current poverty level guidelines. Eighty-two percent had $10,000 or below, and 18 percent had over $10,000 with which to manage whatever quality of life they could.

Figure 7

Annual Income of Homemakers in Transition*



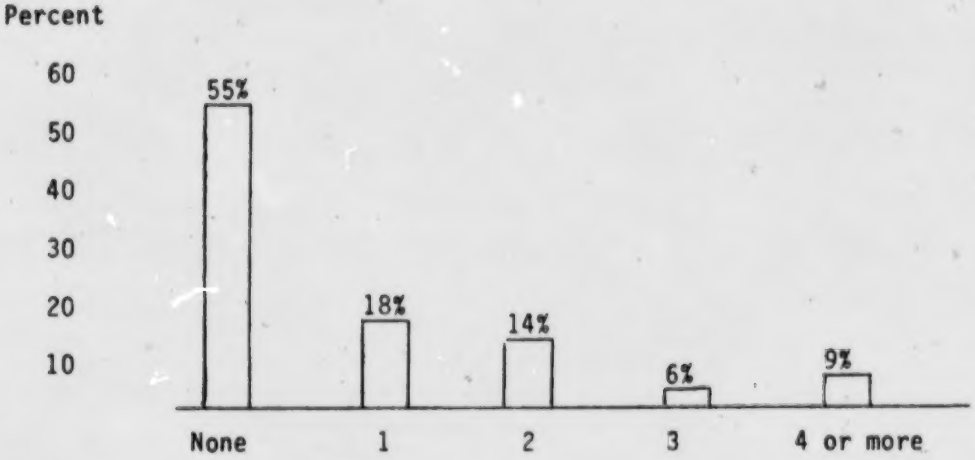
*N = 104

Within the group of subjects, 55 percent were not supporting children, as shown in Figure 8. However, 18 percent had one child; 14 percent supported two children; and 15 percent were responsible for three or more children.

Seven individuals in the study were found who supported one adult. These adults were likely to be aging parents.

Figure 8

Number Children Supported by Homemakers in Transition*



*N = 107

Chapter III

PROGRAMS DEVELOPED

The Arkansas HIT Needs Assessment of 1979 provided basic data for programs developed and conducted by teacher-leaders in nineteen counties in Arkansas. (See Appendix D for a Sample Program Outline and Homemakers in Transition Program Map.) These programs established linkages with a variety of community agencies and organizations. The Employment Security Division was a component in each of the developed programs. Newspaper, radio, and television were used to publicize the programs.

HIT Programs were conducted as adult education classes with in-place Vocational Education Programs and/or Cooperative Extension Service Programs. Two or three professionals worked together in geographic clusters to plan and implement the educational activities.

In Fayetteville, a modified center approach was developed by the project staff. About 35 homemakers were involved in educational activities directed by the project staff in 1979-80. These experiences verified the nature of support services needed and major curriculum components needed for HITs. In addition, the modified center approach provided data for in-service education needs for other vocational personnel who worked with HITs as an integral component of their in-place programs.

Personnel Development In-Service Education

During the Spring Semester 1979, Phase I, thirteen teacher-leaders and two graduate associates were involved in four weekend

seminars structured for assessing needs and improving employability of selected homemakers.

To enable the teacher-leaders to understand their clientele of selected homemakers, the first seminar was devoted to the problems of the displaced homemakers, the picture of the displaced homemaker in Arkansas and developments in the displaced homemaker movement nationwide. Selected readings and bibliographies were made available, and a fact sheet/slide presentation was made. Kathleen Peek reported work with displaced homemakers conducted during 1978 in Little Rock. Techniques of assessing needs of clientele were emphasized. Peggy Patrick, Coordinator of Program Planning, Evaluation, Research, and Exemplary Programs, and Emily Oates, Assistant Supervisor of Home Economics Education, participated in the seminar.

Employability of displaced homemakers was the topic of the second seminar. Doyle Bradley, Anna Clay and Marshall Sharp, Arkansas Employment Security Division, introduced services available to Homemakers in Transition. They also provided teaching aids for resume writing, job interviews, talent merchandising, and ESD services. Linda Beene, Sex Equity Manager in Vocational Education, State Department of Education, discussed "How the Effects of Sex Bias Produces Displaced Homemakers." Priscilla Scanlon described the Jonesboro Displaced Homemakers Program.

The third seminar featured the development of Homemakers in Transition pilot courses. These courses were taught and involved approximately 125 homemakers. The final seminar provided opportunities for sharing course results and for evaluation and making recommendations.

The project staff presented a General Session Program and two mini-sessions on Homemakers in Transition at the Annual Vocational Home Economics Teachers Conference in August. During the mini-sessions, teachers indicated interest in becoming involved with the program for the 1979-80 school year. Not all who indicated interest were able to participate for various reasons, but nineteen different teacher-leaders enrolled in Phase II.

The 1979-80 in-service education was conducted in seven weekend seminars, with Phase I and Phase II teachers attending the first one separately. Seminars for Phase II teacher-leaders were structured very similarly to those reported for Phase I. The pioneering teacher-leaders were involved in developing support systems for new teachers in the program. One seminar was held during which Phase I teachers prepared outlines for publications which would report findings from this project. At other seminars, they worked on curriculum writing and/or shared various learnings from their experiences with HIT groups. Some worked as team members with new teacher-leaders in planning and conducting HIT classes in 1980. The Phase II teacher-leaders reacted to and helped field test curriculum materials.

Goals for HIT Programs

Recognizing the limitations of full-time teaching, no additional funds for client support, and the known needs of the HITs responding to the questionnaires, there were frustrations in designing programs which could feasibly be conducted as a part of in-place Vocational Education. The following program goals for HITs were selected as

being possible in view of needs of homemakers and resources of teacher-leaders:

Provide opportunities for each individual to: enhance own self concept; sharpen awareness of need for cultivating own personal support system; identify present skills which contribute to employability; explore both traditional and non-traditional career opportunities; recognize need for and learn about available options to obtain job skills training; learn job search and seizure skills; increase assertiveness; accept referral to other governmental/ community resources as a human right; organize for dual role of wage earner and homemaker, and find an enjoyable social experience while learning.

Specific goal selection for each community program was based on the needs and interests of homemakers recruited and taught to the level possible within the time designated for the sessions. The number of sessions was varied and often extended from the original plan. The Vocational teachers were paid the same rate for conducting adult classes, and used the same application and reporting procedures as required by the State Department for other adult classes.

Strategic Implementation Features

In order to implement HIT Programs, teacher-leaders increased their knowledge of community and state resources and used intensive recruiting procedures. Colorful posters were prepared and displayed in prominent locations. Fliers were prepared and disseminated widely. Telephone contact was established with as many potential HIT

participants as possible with more than one call being made to those sounding doubtful or shy. Newspapers, radio, television, church bulletins, and other agency and organizational newsletters were utilized to recruit participants and to increase community awareness of the program and the plight of the homemakers. Personal contact between HITs who knew each other was very effective. Frequently, a relative or friend would call to give the name of the HIT who needed to come to the class.

Arranging child care for each session was a necessary planned component, and frequently transportation management was an activity facilitated by the teacher-leaders. Car pooling was encouraged for peer support as well as for energy conservation. Refreshments were prepared for each session and provided impetus for socializing in small groups and encouraged brousing among selected reading materials displayed for participants to check out. (See Appendix E for Books Suggested for Homemakers in Transition and References Suggested for Teachers Working with Homemakers in Transition.)

Teacher-leaders recognized the intense trauma having been or currently being suffered by HITs. Teaching techniques were planned to involve the homemaker in the problem-solving process. Frequently, the interactions between teacher-leader and HIT were crisis or modified crisis intervention strategies. The interactions were always directed toward next step development. The first objective of the teacher-leader was to establish rapport with the individual and facilitate development of a sense of belonging within the individual

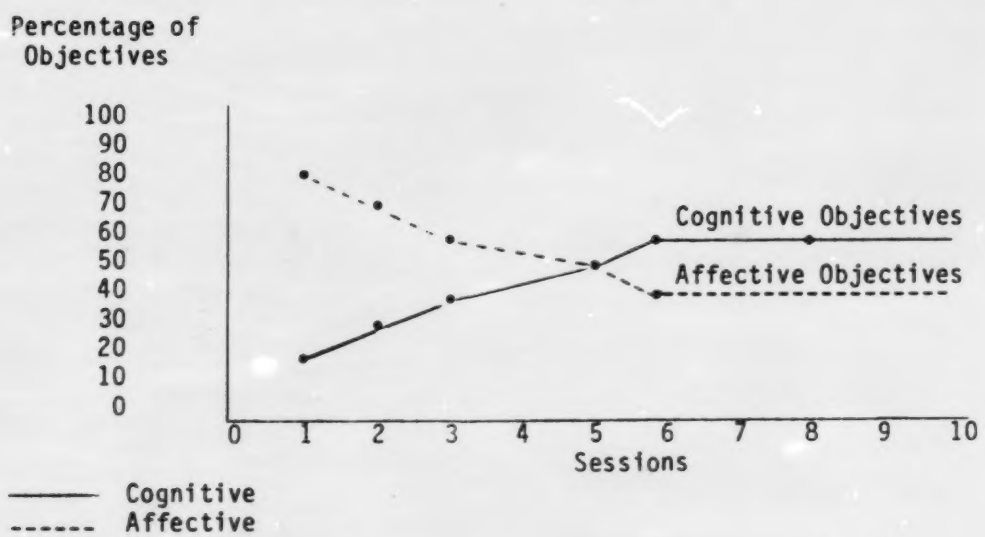
HIT. When this was not accomplished within the first contact, generally the opportunity was lost for further contacts without great expenditure of time and energy of the teacher-leader.

The second objective of each teacher-leader was to facilitate the development of a peer support group. Activities were designed at each meeting to encourage peer interaction and strengthen the peer support network. Frequently, HITs were encouraged to do things together between meetings, with telephoning being a minimum level activity.

In general, affective objectives were primary and cognitive objectives secondary as the programs got started. As interactions and sessions increased, there was a transition to balance cognitive and affective objectives, then increase cognitive but never ignore affective objectives as illustrated graphically in Figure 9.

Figure 9

Distribution of Cognitive and Affective Objectives in HIT Programs



Program Results

Teacher-leaders expressed some satisfactions in growth of personal and professional competence. They also expressed some frustrations as new behaviors were incorporated. (See Appendix F for Teacher Reports published in the Arkansas Vocational Visitor.)

All HITs involved in programs achieved some personal growth. Growth varied from person to person as was expected. However, many were involved at a "teachable moment" and made exceptional progress. (See Appendix G for Case Studies.)

In some communities, programs planned were not attended. In others, attendance varied from few to many. As with other program development activity, variation can be expected from community to community. Some factors affecting this variation are:

1. Time taken and consistency of basic community involvement procedures.
2. Time and activity required for establishing trust situation with new clientele.
3. Attitudes of community toward specific problems being confronted.
4. Nature of support services already in place in a community.
5. Community expectations for agency offering new services.

Chapter IV

RECOMMENDATIONS

During the conduct of these projects legislation was passed at the federal level to place funds in a few programs for the Displaced Homemaker. Legislation was passed in Arkansas for assistance to displaced homemakers but funds were not appropriated. However, the number of programs in Arkansas is not likely to increase unless larger efforts are expended in the process. The Community Services sponsored program in Jonesboro is basically the only other program in the state and is currently supported by additional CETA funds. Vo-Tech Schools are involved in several areas of the state using materials from this project.

The experiences of teacher-leaders involved with these projects demonstrate that Vocational Educators have many competencies which can contribute help to the displaced homemaker in transition. In areas where Cooperative Extension Service, County Extension Agents-Home Economics were also involved the programs were strengthened. Where pilot programs were conducted, the teacher-leaders learned of needs, often approaching desperation, of the clientele group. One of the statements most often reported by these leaders was, "I didn't know anyone in the world really cared what happened to me." Based on the learnings from this study, the following recommendations have consensus from the teacher-leaders and staff involved in the project.

Recommendation 1: Regardless of the funding and programs established through other sources, Vocational Education funds should be used to establish at least four pilot programs, utilizing teacher-

leader support which is evolving through this training program. A full-time state staff person should be employed for supervision and program development related to homemakers in transition. This position would serve as a public relations advocate for the homemaker and would utilize community development techniques to coordinate the services of many community agencies and vocational members in meeting the needs of this group of disadvantaged and disenchanted adults.

These teacher-leaders agree that a minimal pilot program could be started by employing one full-time vocational teacher and one receptionist-secretary to coordinate the local efforts in a particular geographic area.

Recommendation 2: One vocational teacher (Those in this project are home economics teachers and GCE coordinators.) should not be expected to develop and operate a complete program for the homemakers in transition in addition to a full-time teaching job. The needs of this clientele are so great that for one full-time person probably a realistic clientele expectation would be similar to that of the GCE coordinator or a full-time person with disadvantaged and handicapped students.

However, local vocational educators could provide support service by teaching classes needed by clients and working with peer support groups as they move into the actual transition stages of growth following the extreme trauma of homemaking job loss.

Recommendation 3: The numbers requirement should be lower and pay levels should be higher when teachers of adult classes are focusing on the homemaker in transition.

Recommendation 4: Vocational education efforts should be strengthened in providing family life education for increasing numbers of males and females in secondary schools. When large proportions of the population consider home and family happiness a major indicator of quality of life, as reported at the 1979 Convention of the American Home Economics Association, then thinking educators would agree that education for both sexes should include materials related to strengthening quality adult relationships and family life.

Recommendation 5: Close cooperation should be sought and maintained with the Cooperative Extension Service in developing and providing appropriate programs with displaced homemakers in transition. Although developing employability skills is not included among the broad program goals of Cooperative Extension Service, both human development and community resource development are among their legislative mandates.

Recommendation 6: The programs for homemakers in transition should be maintained as a priority for Vocational Education in the State Plan, and more resources should be utilized to strengthen programming. The results of pilot programs begun by teacher-leaders in this study indicate that the expenditure of additional Vocational funds could have far reaching effects in alleviating some of this human suffering and could contribute positively to the economy by increasing employability of a large segment of our Arkansas population.

APPENDIX A

Participants in Homemaker in Transition Project I

Project Director: Dr. Reba J. Davis
Graduate Associate: Marjorie Marugg

	Name	Occupation	Location in Arkansas
1.	Glae Anderson	Home Economics Teacher	Ozark
2.	Kaye Brock	Graduate Student	Fayetteville
3.	Helen Clark	Home Economics Teacher	Hope
4.	Suzanne Davidson	Home Economics Teacher	Marvell
5.	Pearl Doyel	GCE Coordinator	Marianna
6.	Carolyn Friedl	Home Economics Teacher	Little Rock
7.	Aurelia Gaylord	Home Economics Teacher	Magnolia
8.	Gloria Merrick	Home Economics Teacher	Hope
9.	Joyce Merrick	Home Economics Teacher	Russellville
10.	Virginia Neill	Home Economics Teacher	Little Rock
11.	Kathleen Peek	GCE Coordinator	N. Little Rock
12.	Elaine Shoptaw	Home Economics Teacher	Little Rock
13.	Carolyn Starr	Home Economics Teacher	Helena
14.	Sheila Terrell	Home Economics Teacher	Murfreesboro

APPENDIX B

Participants in Homemaker in Transition Project II

Project Director: Dr. Reba J. Davis
Graduate Associates: Marjorie Marugg
Kaye Brock
Graduate Assistant: Judith Harris

	Name	Occupation	Location in Arkansas
1.	Mary Bridges	Home Economics Teacher	Little Rock
2.	Wynona Bryant	Home Economics Teacher	Texarkana
3.	Helen Clark	Home Economics Teacher	Hope
4.	Pearl Doyel	GCE Coordinator	Marianna
5.	Frankie Fisher	Home Economics Teacher	Shirley
6.	Carolyn Friedl	Home Economics Teacher	Little Rock
7.	Margaret Garner	GCE Coordinator	Fordyce
8.	Mary Harlan	Home Economics Educator - UCA	Conway
9.	Illa B. Hope	Home Economics Teacher	Fordyce
10.	Dana Horn	Home Economics Teacher	Kirby
11.	Lynn Horton	Cooperative Extension Home Economist	Lewisville
12.	Jo Howard	Cooperative Extension Home Economist	Nashville
13.	Marcia Johnson	Home Economics Teacher	Prescott
14.	Marjorie Kirby	Home Economics Teacher	N. Little Rock
15.	Marjorie Marugg	Graduate Student	Rogers
16.	Robbie McKinnon	Home Economics Teacher	Gurdon
17.	Gloria Merrick	Home Economics Teacher	Hope
18.	Virginia Neill	Home Economics Teacher	Little Rock

	Name	Occupation	Location in Arkansas
19.	Jane Perry	Occupational Home Economics Teacher	Ft. Smith
20.	L. B. Roberts	VOED Teacher	Little Rock
21.	Elaine Shoptaw	Home Economics Teacher	Little Rock
22.	Carolyn Starr	Home Economics Teacher	Helena
23.	Ora D. Stevens	Secondary Supervisor for Curriculum & Instruction	Marianna
24.	Sheila Terrell	Home Economics Teacher	Murfreesboro
25.	Bea Tipton	Home Economics Teacher	Arkadelphia
26.	Carolyn Warren	Home Economics Teacher	Little Rock
27.	Relda Washburn	Cooperative Extension Home Economist	Conway
28.	Chris Weems	Home Economics Teacher	Hazen

APPENDIX C

QUESTIONNAIRE

Hello. Is this the _____ residence?
(last name)

(If NO: The number I was calling is _____ and it was for the _____ residence.)
(first & last name)

(If WRONG NUMBER, TERMINATE WITH: I am sorry to have bothered you.)

(If CHILD ANSWERS:)
A. Is your mother there?
A1. May I speak to her?
A2. Is your dad there?
A3. May I speak to him?
A4. Is an adult there that I could talk to, please?
(If NO: Thank you. Good-bye.

This is _____ from _____.
(your name) (school)

I am assisting the State Department of Vocational Education in conducting a survey of needs of selected homemakers in this area. The needs we find will become the basis for special programs planned to help some homemakers become better able to help themselves and their families. Your phone number was drawn at random from the local phone book.

I have a few questions I need to ask you to see if you fit into our special group of homemakers.

B1. Are you single, divorced, widowed, or married?

Single . . . 1 → Go to page 2.
Divorced . . 2 → Go to page 2.
Widowed. . . 3 → Go to page 2.
Married. . . 4

B2. Are you living with your partner?

YES . . . 1
NO . . . 2 → Go to page 2.

B3. Is your partner employed full-time?

YES . . . 1
NO . . . 2 → Go to page 2.

Thank you. The group of homemakers we are looking for are those who have been married but are now living alone, or who provide the major financial support for the family. Because you are living with your spouse and he/she is employed, I don't need to ask you any more questions. I really appreciate your help.

C1. Do you know of anyone who fits our group that might be interested in letting us talk to them?

YES . . . 1
NO . . . 2

C2. Would you give me that phone number, please? _____

C3. Would you mind if I use your name when I call?
YES . . . 1
NO . . . 2

Thank you, again, for your help. Good-bye.

(If SINGLE, DIVORCED, OR WIDOWED)

Thank you. You do fit into the special group of homemakers we are trying to interview. I have some other questions I would like to ask you that will help us identify the needs of homemakers like yourself. It will take about three minutes and your help would be very much appreciated. I want to add that I will be happy to answer any questions you have after we have completed the questions. Okay?

You may have recently read some newspaper or magazine articles referring to displaced homemakers. These are men or women who are single heads of households and are having difficulty finding suitable employment because of lack of job skills.

1. Have you read anything recently referring to displaced homemakers?
YES . . . 1
NO . . . 2
UNSURE. . 3

2. Have you ever been employed?
YES . . . 1
NO . . . 2

2a. Are you employed now?
YES . . . 1
NO . . . 2

2b. Do you work full-time, part-time, or temporary?
FULL-TIME . . . 1
PART-TIME . . . 2
TEMPORARY . . . 3

2c. Do you want to work?
YES . . . 1
NO . . . 2

2d. Are you looking for a job now?
YES . . . 1
NO . . . 2

2e. When were you last employed?
1 MONTH . . . 1
6 MONTHS . . 2
1 YEAR . . . 3
LONGER . . . 4

2f. How long have you been looking for a job?
1-6 MONTHS 1
6-12 MONTHS . . . 2
12-24 MONTHS . . . 3
LONGER 4

3. Have you ever taken any kind of class to train for a job or occupation?
YES . . . 1
NO . . . 2

3a. About how long ago was your training?
1-3 YEARS . . . 1
3-5 YEARS . . . 2
5-10 YEARS . . 3
10-OR MORE . . 4

3b. What job did you train for? _____

4. We need to know in general how much education you have completed.

4a. Did you finish high school?
YES . . . 1
NO . . . 2

4b. Do you have a college degree?
YES . . . 1
NO . . . 2

4c. Have you done any graduate work?
YES . . . 1
NO . . . 2

The group of selected homemakers that we are trying to identify are usually single head of household, over thirty, and are trying to find full-time employment. However, finding employment is often difficult for them because of children or not being trained for a job.

5. Are you in your 20's, 30's, 40's, 50's, or 60's?
20 . . . 1
30 . . . 2
40 . . . 3
50 . . . 4
60 . . . 5

6. Approximately what is your yearly income? Is it less than $4,000; between $4-7,000, between $7-10,000; or more?
   LESS THAN $4,000 . . . 1
   BETWEEN $4-7,000 . . . 2
   BETWEEN $7-10,000 . . 3
   OVER $10,000 4

7. How many children depend on you to support them?
   NO CHILDREN . . . 1
   1 CHILD 2
   2 CHILDREN . . . 3
   3 CHILDREN . . . 4
   4 CHILDREN . . . 5
   5 CHILDREN . . . 6
   MORE. 7

8. Do you support any adults?
   YES . . . 1
   NO . . . 2

   8a. How many?
   1 ADULT . . . 1
   2 ADULTS . . 2
   3 ADULTS . . 3
   4 ADULTS . . 4
   MORE. 5

I really appreciate your help in answering these questions. There are only a few more questions before we finish. Then I'll be happy to answer any questions you might have.

These next questions deal with problems that homemakers often face and may need help in solving. As I read the list to you, please tell me if you need help in any of these areas.

9. Do you need help with legal problems?
   YES . . . 1
   NO . . . 2

10. Do you need help with financial counseling?
   YES . . . 1
   NO . . . 2

11. Would you like to earn additional income?
   YES . . . 1
   NO . . . 2

12. Do you feel you need help with medical problems?
   YES . . . 1
   NO . . . 2

13. Do you sometimes feel a need for counseling with personal problems?
    YES . . . 1
    NO . . . 2

14. Are you having difficulty in finding suitable housing?
    YES . . . 1
    NO . . . 2

15. Is transportation a problem for you?
    YES . . . 1
    NO . . . 2

16. Do you sometimes feel that if you would get more education, it would help you?
    YES . . . 1
    NO . . . 2

_____ (their name), thank you very much for helping me with this survey. Do you have any questions that I could answer for you?

COMMENTS: _____

_____

_____

If you think you would like to be involved in programs for this group of selected homemakers, I would be glad to send you additional information when it is available.

17. Would you like more information?
    YES . . . 1
    NO . . . 2

18. May I have your mailing address?

_____

_____

_____

It may be awhile before this information is available, but we will be happy to send it to you as soon as we can.

19. Do you know of anyone else who fits our group that might be interested in letting us talk to them?

NAME: _____ NAME: _____

PHONE #: _____ PHONE #: _____

ADDRESS: _____ ADDRESS: _____

_____ _____

20. May I use your name when I call?
YES . . . 1
NO . . . 2

Thank you very much for your help. Good-bye.

DIRECTIONS FOR TELEPHONE SURVEY

1. Notice that included in the materials are pages entitled NUMBERS CALLED with places for 12 names and numbers. Before placing each call, record the name, phone number, date and time on the sheet.

   A. If the person called does not fit our target group and the call is terminated, then record the next name and number in the next space on the same page.

   B. If the person called does fit our group and responds to the complete questionnaire, attach the NUMBERS CALLED page to the questionnaire. DO NOT record any more names on that NUMBERS CALLED page. Begin a new sheet with the next call.

      Example: The last name on each NUMBERS CALLED page should be the name and phone number of the person who answered the questionnaire.

2. The QUESTIONNAIRE is several pages in length. Circle respondent's answers <u>on</u> the questionnaire form. (This is easier than having a separate answer sheet.) Each respondent who fits our group will have a separate, completed questionnaire.

3. There are some places where the answer given by the respondent will determine the next question. Arrows are provided by those answers to direct you to the next question or comments.

SELECTION OF NUMBERS

1. Decide what town you will be surveying.

2. Find the section of the phone book for that town.

3. Divide the total number of pages for that town by 10. That number will tell you how many pages of the book are to be in each section. (It might help you to mark each section with a paper clip or in some other way.)

4. Decide which column of the page you will use. Use the same column through all ten sections.

5. Below is a list of random numbers. Use the first number (13) and count down that many lines. That will be the number to be called. You will use the same number in each of the ten sections.

6. After you have called that number in each section, then go to the second random number (21) and repeat the process.

7. If the random number is a business, go to the first residential number either below or above that number.

8. Keep repeating the process until you have identified <u>ten</u> selected homemakers who fit our target group.

Random Numbers

13	36	47
21	24	50
35	35	06
38	45	18
10	16	14

APPENDIX D

Sample Program Outline

I. Pre-Employability Curriculum

A. Individual Employability Options
1. Needs Assessment
2. Interest Inventory
3. Skills Assessment
4. Assertiveness
5. Appearance

B. The Job Market
1. Locating Jobs
2. Working with Agencies
3. Making Job Applications
4. Interviewing for Jobs
5. Developing and Maintaining Tenacity
6. Assuming Occupational Responsibility for Self

C. Occupational Directions
1. Setting Occupational Goals
2. Handling Job Rejection
3. Developing a Business Support Network

D. Keeping a Job
1. Employer Expectations
2. Co-worker Expectations

II. Personal Resource Management

A. Personal
1. Money or Finances
2. Skills
3. Education
4. Time
5. Energy Level (simple nutrition?)
6. Health
7. Creativity
8. Coping with Stress
9. Personal Image
10. Initiative
11. Goals
12. Clarification and Modification of Values
13. Discovering Personal Renewal Resources
14. Self Analysis
15. Grow and Become

B. Inter-Personal
   1. Communications Skills
   2. Personal Contact Network
   3. Interpersonal Interaction
   4. Position in the (Family) Life Cycle
   5. Working with Community Agencies

C. Decision-making
   1. Relations between resources, standards, and satisfaction
   2. Processes utilized in decisions
   3. Individual rights and responsibilities in creating and managing own life

(DISPLACED) HOMEMAKERS IN TRANSITION PROGRAMS IN ARKANSAS

Homemakers in Transition Programs in 1979

Homemakers in Transition Added in 1979-80

APPENDIX E

Books Suggested for Homemakers in Transition

Alberti, R.E. and Emmons, M.L. Stand Up, Speak Out, Talk Back. New York: Simon & Schuster, 1970, 1974, 1975.

Alberti, R.E. and Emmons, M.L. Your Perfect Right: A Guide to Assertive Behavior. San Luis Obispo, California: Impact, 1970, 1974.

Alexander, Shana. State-by-State Guide to Women's Legal Rights. Los Angeles: Wollstonecraft, Inc., 1975.

Apps, Jerold W. Study Skills for Those Adults Returning to School. New York: McGraw-Hill Book Co., 1978.

Axum, Donna. The Outer You....The Inner You. Waco, Texas: Word, Inc., 1978.

Bach, Richard. Jonathan Livingston Seagull. New York: Macmillan Co., 1970.

Baer, Ikan. How to Be an Assertive (Not Agressive) Woman in Life, in Love and on the Job.

Beecher, Marguerite and Willard. Beyond Success and Failure. New York: Simon & Schuster, Inc., 1966.

Berne, Eric, M.D. Beyond Games and Scripts. New York: Ballantine Books, 1976.

Berne, Eric, M.D. Games People Play. New York: Grove Press, Inc., 1967.

Berne, Eric, M.D. What Do You Say after You Say Hello. New York: Grove Press, Inc., 1973.

Bolck, Jean. Back in Circulation. Macmillan Co.

Bloom, L., Coburn, K., and Perlman, J. The New Assertive Woman. New York: Delacorte Press, 1975.

Collins, Gary R. It's O.K. to Be Single. Waco, Texas: World Books, June, 1979.

Cross, Wilbur & Gloria, Carol. You Are Never Too Old to Learn. New York: McGraw-Hill Book Co., 1978.

Dunn, Rita and Kenneth. How to Raise Independent and Professionally Successful Daughters. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1977.

Dyer, Wayne. Pulling Your Own Strings. New York: Avon Books, The Hearst Corporation, 1978.

Ellis, Albert and Harper, Robert A. A New Guide to Rational Living. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1975.

Fensterheim, H. and Baer, J. Don't Say Yes When You Want to Say No. New York: David McKay Co., Inc., 1975.

Friday, Nancy. My Mother, My Self. New York: Delacorte Press, 1977.

Gordon, Thomas, Ph.D. P.E.T. Parent Effectiveness Training. New York: Peter H. Wyden, Inc., 1970.

Harragan, Betty Lehan. Games Mother Never Taught You. New York: Warner Books, Inc., 1977.

Harris, Thomas A., M.D. I'm O.K. You're O.K. New York: Harper & Row Publishers, 1969.

Hauck, Paul. Overcoming Frustration and Anger. West Minister.

Hegarty, Edward J. Making What You Say Pay Off. West Nyack, N.Y.: Parker Publishing Co., Inc., 1968.

Hensley, J. Clark. Coping with Being Single Again. Nashville, Tenn.: Broadman Press, 1978.

Hill, Napoleon. Think and Grow Rich. Greenwich, Conn.: Fawcette Publications, Inc., 1960.

James, Muriel and Jongeward, Dorothy. Born to Win, Transactional Analysis with Gestalt Experiments. Reading, Mass.: Addison-Wesley, 1971.

Jongeward, Dorothy and Scott, Dru. Women As Winners. Reading, Mass.: Addison-Wesley, 1970.

Lakein, Alan. How to Get Control of Your Time and Your Life. New York: The New American Library, 1973.

Lazarus, Arnold, Ph.D. and Fay, Allen, M.D. I Can If I Want To - The Direct Assertion Therapy Program to Change Your Life. Morrow, 1975.

Losoncy, Lewis E. Turning People On. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

Lyon, Harold. Tenderness Is Strength. Harper and Row.

Maltz, Maxwell. Psycho-Cybernetics, Creative Living for Today. New York: Pocket Books, 1967.

Marshall, Catherine. To Live Again. New York: Avon.

McMullin, Rian and Casey, Bill. Talk Sense to Yourself. Champaign, Ill.: Research Press, 1977.

Moody, Raymond A., Jr. Life after Life. New York: Bantam Books, Inc.

Morris, Sarah, Ph.D. Coping with Crisis. Chicago, Ill.: Review Press, 1978.

Morris-Tailey, Neva B. Family Law Practice and Procedure Handbook. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1973.

Newman, Mildred and Berkiwitz, Bernard. How to Be Your Own Best Friend. Random House, 1971.

Nye, Marian. But I Never Thought He Would Die. West Minister.

O'Neill, Nena and George. Shifting Gears. New York: M. Evans and Co., 1967.

Peale, Norman Vincent. The Power of Positive Thinking. Faucett Crest, 1952.

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Schlayer, Mary Elizabeth. How to Be a Financially Secure Woman. Canada: McClelland and Stewart, Ltd., 1978.

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APPENDIX F

Arkansas Vocational Visitor

HOME ECONOMICS EDUCATION

FRANCES RUDD
Supervisor
HOME ECONOMICS EDUCATION

NANNIE LOU WULFF
Area Supervisor
HOME ECONOMICS EDUCATION

LUCILLE McCALL
Area Supervisor
HOME ECONOMICS EDUCATION

ROSE MARIE WILLIS
Area Supervisor
HOME ECONOMICS EDUCATION

JANIVE BLANCHARD
Area Supervisor
HOME ECONOMICS EDUCATION

EMILY OATES
Area Supervisor
HOME ECONOMICS EDUCATION

State Board of Education Vocational Division — **Little Rock, Arkansas**

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Homemakers in Transition

A research project on meeting the needs of displaced homemakers has been conducted in Arkansas by Dr. Reba J. Davis, Associate Professor, Home Economics Education, University of Arkansas, Fayetteville. Home Economics teachers who have been involved in this project have had very challenging and rewarding experiences and believe that Home Economics Education can render needed services to this segment of the population. The reports which follow give an overview of the project and describe experiences which teachers have had and procedures which have been implemented in conducting classes for these homemakers in transition. There is real potential for expanding and extending this program and it is hoped that many teachers over the state will become involved in similar activities in the future.

HIT Programs Renew Lives

Dr. Reba J. Davis
University of Arkansas, Fayetteville

"I didn't know anyone in the world cared what happened to me before I came to this class." This statement from a (Displaced) Homemaker in Transition reflects the feelings often heard by teacher-leaders in Arkansas as they hold classes in their communities.

The statewide Homemakers in Transition Program was launched in Spring, 1979, and in-service education continues through Spring, 1980. Home Economics teachers and teacher educators involved are Mary Bridges and Carolyn Friedl, McClellan High School; Wynona Bryant, Texarkana; Helen Clark and Gloria Merrick, Hope; Frankie Fisher, Shirley; Illa Hope, Fordyce; Dana Horn, Kirby; Marcia Johnson, Prescott; Marjorie Kirby and Carolyn Warren, North Little Rock; Robbie McKinnon, Gurdon; Virginia Neill, Parkview High School; Elaine Shoptaw, Cloverdale Jr. High School; Jane Perry, Fort Smith; Carolyn Starr, West Helena; Sheila Terrell, Murfreesboro; Bea Tipton, Arkadelphia; Chris Weems, Hazen; and Mary Harlan, University of Central Arkansas. Other members of the training group include GCE coordinators; Extension Home Economists, Cooperative Extension Service; and a secondary supervisor for curriculum and instruction.

During the spring, each person will work in the local community with a group of adults who are (1) homemakers who have not been previously employed; (2) homemakers who are employed part-time, but seek full-time employment; (3) single heads of households who lack job skills; and/or (4) women and men who wish to train for non-traditional jobs. Within these sub-populations, mostly neglected by society, are tremendous opportunities for human service.

Some individuals, geographically close to each other, will form a team for recruiting, counseling, teaching, placement, and follow-up of HIT participants. The curriculum used with these adults center around employability skills and resource management techniques. Needs of the particular HIT group are assessed in the beginning. The classes then evolve using materials planned to meet specific needs. Individual responses of the homemakers vary greatly. One person may only need to be encouraged and assured that she can handle a job; another may be so devastated by circumstances that much nurturing and teaching must occur before she can move along on her own.

The jobs being done by this group of teacher-leaders are having direct impact on the lives of adults in their communities. In addition, these teacher-leaders are finding more satisfaction in working with individuals who so desperately need the professional skills these teachers have developed.

If you are interested in working with persons in the HIT circumstances, you may wish to visit a program. Find out more about the program by contacting any of the group members.

Most of the teacher-leaders are earning graduate credit at the University of Arkansas while studying special ways of working with Homemakers in Transition. The (Displaced) Homemakers in Transition Program is made possible through cooperative efforts of the State Department of Education, Vocational, Technical and Adult Education, and the Area of Vocational Education, College of Education, University of Arkansas.

Visible Growth

Sheila Terrell, Murfreesboro — Have you experienced visible growth in yourself? Have you seen visible growth in persons you have helped? Last year, I was given the opportunity to participate in a series of workshops focused on the "Displaced Homemaker" now called the HIT group or Homemakers in Transition.

I began the workshop with little knowledge of our target

group. I was unaware or apathetic about the people in my community who had real needs — men and women who were having traumatic experiences each day. As we began studying some of these needs, I began seeing where I could play a part, yet I still had apprehension and fear in working with a group of people with these problems and needs. Many of these adults were in need of jobs and lacked necessary knowledge to help themselves. They needed human support, as well as knowledge.

As we began the workshops with about twelve teachers, we were all really anxious to find out what role we would plan in helping HIT's. The first workshop was difficult for me. It was our responsibility to develop guidelines and assessments to be used in teaching HIT classes. As we began seeking our target group, we needed to make personal contacts. We tried telephone surveys, articles in the papers, and word of mouth. The successful methods were word of mouth and personal contacts.

As we made plans to teach a series of classes, I was confronted with my same frustrations, apprehension, and fear. Four ladies in Murfreesboro were contacted to attend the meeting with me in Hope, where Helen Clark and Gloria Merrick were the other group leaders. By providing transportation for these ladies, we were able to include them in the workshop. We had about seven ladies from Hope to attend the first class meeting. The first class was the most difficult and the most important. The relationship we developed that first night was the key to the success of the following meetings. We had some icebreakers, group activities, and refreshments to help everyone feel comfortable. As the night progressed, we explained our purpose and completed the needs assessment. After that first class meeting, my whole attitude began to change. I began to feel enthusiastic and excited. I was looking forward to the remaining meetings.

One of the ladies I remember so vividly was one who was so bashful and shy that she could hardly say her name. As the class meetings progressed, we could definitely see improvement in her. Talk about rewarding, this was, to realize that I was actually helping someone.

We had a series of five meetings which introduced community resources, improving self-concept, assertive skills and employability skills. As the classes were completed, we could see all kinds of classes that we could have taught if only there had been enough time. So many times in teaching, it takes time to actually see accomplishments, but in teaching these adults this was not true. We could see improvement after the first class meeting and throughout the series of meetings.

This year, I decided to continue the HIT class. I have found the class to be so much easier to prepare and instruct. I am not experiencing those anxieties I felt previously and feel confident in teaching the classes this year. I know there will be new challenges and new problems, but the opportunities for helping others is limitless.

As I reflect on this project, I can see visible growth in myself, my attitude, and my knowledge. I see this project as on-going. Society will always have people with these needs. Perhaps all of us should try reaching a group of adults who need some special attention, empathy, and want to help themselves by teaching an adult class with HIT's as the target group.

Growth is tremendous, in yourself, as well as in others!

People Do Care

Helen Clark, Hope — Working with Homemakers in Transition is not like other adult classes in that these people are often very self-conscious and reticent about admitting that they need help. I think the most rewarding thing to me has been the reaction of some of the very shy ones.

One woman called me in response to a flyer about the classes we offered last spring (we sent these home with all kindergarten through third graders). She was very hesitant about giving information and kept saying we probably wouldn't want her to come. It took three phone calls, including a call to offer a ride to the first meeting, to convince her we did want her to come. She had her own transportation, but the first night she drove past the Home Economics Building three times before she got up the nerve to come in. After that first meeting, she was always the first one to arrive and one of the last ones to leave. Another woman broke down and cried when she tried to express her appreciation for our concern. "I didn't know there were people in the world who cared about other people," she said.

A recently divorced woman, with two small children, had obtained a job, but was having difficulty coping with the job, her children, and life in general. She seemed to have lost all her self-assurance. However, when she realized there were others there having the same difficulty, she became more confident and her natural graciousness reasserted itself.

There were others. Homemakers in Transition really need help. With group support, they are usually able to feel better about themselves and their futures. One of the challenges of the Home Economics profession is to offer classes to provide them with group support, information, and the skills they need. The rewards are great.

All Are Homemakers In Transition

Marjorie Kirby, North Little Rock — I first became really aware of the Homemakers in Transition project during the August Conference last year, when Dr. Reba Davis and Mrs. Marjorie Marugg presented us with a fact sheet and a report on the progress made in the first year of the HIT project. I became interested enough to sign up to take the course this year so that I could learn more about it.

In the class, we have learned the needs of Homemakers in Transition, which include assistance in the areas of self-image, financial management, legal services, employability skills, and interpersonal skills. A film, "Who Remembers Mama?" brought these needs to our attention, with a touching story of a woman who experiences the death of her marriage — consequently, suffering a loss of personal identity, loss of security, status, family contacts, insurance coverage, and self-esteem.

We prefer to use the term "Homemakers in Transition," rather than "displaced homemakers" which seems to express a negative feeling. I really believe that in one way or another, we are all "homemakers in transition." Our children grow up and move away from home, our spouse may become seriously ill, disabled, or die, we may find that our job has changed or that we have changed as we move from one stage of life to another. As we learn to help Homemakers in Transition, we

STATEMENT OF ASSURANCE

In keeping with guidelines on Title VI, Section 601, Civil Rights Act of 1964; Title IX, Section 901, Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, the Arkansas Department of Education assures that no person in the United States shall, on the basis of race, color, national origin, sex, or handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

learn to understand and help ourselves as well.

Some recommendations that have developed from our experience include:

1. Start by determining the actual needs of the group being served.
2. Hold meetings at a location familiar to the homemakers so they will feel secure about coming to the meetings.
3. Hold classes at a time when the Homemaker in Transition will be able to come.
4. Locate prospective students through a variety of ways, such as by contacting various church groups who might know of persons with these needs; also day care center directors, housing project directors, through personal contacts, and the use of flyers, posters, newspaper articles, and television and radio public service announcements.

Class Provides Fulfilling Moments

Dana Horn, Kirby — I have been encouraged with my Homemaker in Transition work. I was worried about the response I would receive from my community, but it has been good so far. I contacted four persons to go with me to our workshop in Nashville: an elderly woman whose husband is disabled (they are not old enough for social security benefits, but receive a small welfare check each month); a young mother, with a two-year-old son, who is planning to enter college (she married at age 16 and wants to go back to school); a student, age 18, unmarried, expecting a baby in March; and a middle-aged woman, divorced and the mother of a 13-year-old son. I did not know just how to invite these ladies to our workshop classes without making them feel that I thought they had a problem. It was a hard thing for me to decide just how to approach these women. I guess I had worried for no reason because each one had seen the article in our local paper and was interested in the class. I sent the course outline and a letter explaining the course to each of them. Also, three other women called me to get more information about the class; I sent letters and outlines to them. Each of these ladies is married, but each situation is different. One wants to return to work after being out of work several years; one has two children and her husband is unable to work, and the other has three small children and her husband is partially disabled due to partial loss of sight. Meeting these ladies, conversing with them, and being able to help in my community has given me many rewards and fulfilling moments. I hope to be able to continue offering classes for HIT's. I think it is an adult class that will continue to be important due to the increase in the divorce rate, a family on one's own, or whatever the reason. So many of us have always fully prepared ourselves for what could be in our futures. Hopefully, the training and experiences I have gained and will gain will help me to help others to improve their situations.

Shared Problems

Gloria Merrick, Hope — When I first heard of Homemakers in Transition, I was puzzled and concerned about the role I was to play. After attending the first seminar and learning more, I came away from the meeting with enthusiasm and a sincere desire to do something about the situation with which these women were confronted.

In many ways, I felt that the women who came to the classes in Hope had the same feelings that I had. These feelings were evident on one particular night when a storm occurred before we had the opportunity to contact any of the ladies concerning cancelling the class. With the black clouds rolling in and rain flooding the streets and highways, would you believe that several members of the class left their families and children to attend the class? After we had begun the class on assertiveness, a tornado touched down twelve miles from where we were. One lady went home and the remainder stayed. We even had first timers on this night. We talked about safety precautions in case we were in danger, and proceeded with the class. We all felt we were safer in the building together than we would have been if we had tried to get home in the storm. Many of the women had left their children with dependable baby sitters, so they were secure in this feeling.

Considering all of the circumstances, I thought it was wonderful that these women came. They really appreciated the opportunity to communicate with others who shared some of the same problems and concerns.

Curriculum Guide Being Developed

Elaine Shoptaw, Cloverdale Jr., and Carolyn Friedl, McClellan, Pulaski County, and Virginia Neill, Parkview, Little Rock — The experiences of the HIT seminar participants last spring were many and varied. We worked hard, had much success, and some failure. All of us learned a great deal. We felt we were laying the foundation for Home Economics to play a vital role in meeting the needs of Homemakers in Transition in Arkansas. When Dr. Reba Davis offered the seminar for a second year, some of us decided to continue.

Three of us who worked together on a class last year are working on a curriculum guide for use with HIT groups. This curriculum pulls together successful learning experiences and activities from classes held last year throughout the state. We hope to have this finished so that classes planned this spring can draw from this information. We feel this to be a very worthwhile and significant contribution to the HIT program in Arkansas and one that gives us a great deal of satisfaction.

Resource Persons Assist

Wynona Bryant, Arkansas High School, Texarkana —A great deal of planning and research has gone into preparation for our class for Homemakers in Transition.

The first night of the class began with needs assessment. Other special features included a speaker from the Employment Security Division and a local psychologist who talked with the participants about coping with a different life style. The cosmetology department at our school helped with a unit entitled "Creating a New Image — Me." Another class period was spent writing resumes.

Challenging Experience

Frankie Fisher, Shirley — The adult class for Homemakers in Transition has been one of the most challenging and interesting experiences that I have had in a long time. What a learning and enlightening experience it has been! The class has required a tremendous amount of planning, phone calls,

running, reading and talking. It has helped me grow and has made me a little bit more aware — not a little bit — but much more aware of the problems faced by these homemakers.

Titles Create Interest

Interesting titles have contributed to the success of the classes which have been provided for displaced homemakers through the HIT program.

Below are topics used for two series of meetings:

Where Do We Go from Here?
Avenues to Financial Security
Assertiveness Training and Improving My Self Image
The New Me — Hair, Make-up, Clothes
Improving My Employability Skills
Trying Out My New Wings

* * * *

Are You a HIT?
Will The Real Me Please Stand Up
Mirror, Mirror on the Wall
Do I Have a Right, Too?
Step Up to a New World — the Job Market

Need for HIT Program

At least four million women across the United States now find themselves "forcibly exiled" from their roles as wives and mothers and are struggling to find places in the current job market. Most of them are unprepared for the "transition" to family breadwinner and head of household. Regardless of their former economic status they move rapidly into poverty. A recent survey revealed that annual income level of this "homemaker in transition" rarely exceeded $5000.00.

It could happen, to any homemaker . . . through divorce, separation, widowhood, disability of husband or through termination of public assistance which allows a person to remain a homemaker until children reach 18 years of age.

APPENDIX G

Case Studies from Homemaker in Transition Classes

The following case studies are real and are representative samples of participants in HIT Programs. The names have been changed and geographic locations omitted to avoid recognition. These case studies point out compelling needs of Homemakers in Transition. These case studies also point out some ways the homemakers received help through cooperating agencies.

Case Study: June

June is in her fifties, divorced, very lonely and insecure. She was referred to the Homemaker in Transition classes by a counselor at the Employment Security Division.

June recently moved to Arkansas with her husband of thirty years. He subsequently abandoned her and remarried. Without husband, family or friends, June began to rebuild her life.

The ESD counselor described June as the perfect client. "She did everything we told her to do. She took job training, she lost weight, she is really trying...." June got a job, but she had some on-the-job problems. She still had many insecurities.

June has attended all of the HIT classes. Gaining financial security and emotional independence are her goals. Since she has a job and has taken several business "brush-up" classes, she has shared her experiences with class members. She has consistently requested that the HIT classes be continued over a long period of time. She feels the need for a support group at this time in her life.

June admits to having been an introvert, but she is attempting to make new friends. She has joined a singles group, but she finds traveling from her rural community expensive and traumatic. She fears traveling alone at night. Attending the Tuesday night sessions has been quite an accomplishment. She is not ready to sell her home, but she is considering taking a room in order to be near activities. She says she is really attempting to look at life optimistically. She realizes she does not always succeed, but she is trying very hard. The HIT classes have given her self confidence. She now sees that she has talents to offer. She is often a source of inspiration to other class members. With continued mutual support system, her growth may continue.

Case Study: Rachel

Rachel is a single mother in her twenties. She is slender and attractive with long dark hair. Recently divorced, her problems are compounded by a muscular disability which makes it impossible for her to hold a nine to five job. She receives financial assistance from vocational rehabilitation, but this assistance will cease if she finds employment which pays over a designated amount. She has been hospitalized several times, and she knows she must retain the vocational rehabilitation assistance for the welfare of her daughter and herself.

She saw a flier announcing the Homemaker in Transition meetings on a bulletin board at the Economic Opportunity Agency. She came to the first meeting, saying, "You invited people who needed help, so here I am!"

Rachel's physical disability is immediately apparent as she has to press a necklace on her throat to project her voice. She related feelings of guilt and remorse over the dissolution of her marriage. She expressed

near panic over her financial situation. Even if she could get a job which she could physically handle, it might do away with her rehabilitation assistance; she could not afford that risk.

Rachel needed confidence. She had secretarial training. Her questions and answers reflected a quick mind. After participating in HIT classes designed to identify vocational interests, prepare resumes, prepare for interviews, and apply for jobs, Rachel was showing more self confidence.

A staff member told Rachel about a part-time job opening at a local attorney's office. She was full of questions regarding proper dress and what to say about her disability. She retyped her job resume on a staff typewriter. After a two-hour interview, she got the job. The hours were such that she would continue to qualify for the vocational rehabilitation.

At the next HIT meeting Rachel announced her new job with elation. "I don't have a care in the world," she said. She expressed her deepest gratitude to the HIT staff. "I didn't know there were people in the world who care the way you do," she said. What had been an extremely bleak situation had changed remarkably.

With continued staff and group support, perhaps this story can continue on a positive note.

Case Study: Verda

Verda is a neat, slender, attractive woman in her forties. Her husband is retired on a physical disability. She needed a job, but she lacked the confidence and the know-how in finding a job.

She read about the Homemaker in Transition meeting in the local paper. She arrived the first night, exclaiming how thrilled she was that people

were finally discovering the "displaced homemaker," and trying to help this group. Although her financial situation is critical now, she explained that she had been in a more precarious position a few years previously when she divorced her husband of twenty years and was left with nothing. "I was destitute. No job. No place to stay. Nothing. I even considered suicide," she said. "Only my faith in God sustained me."

Verda's case had been the classic alcoholic, unfaithful husband. She had not known enough to seek legal advice before she left him. Therefore, she lost everything. Although she has remarried, she is still suffering from scars from that experience.

Verda has a G.E.D., but she feels intimidated by her lack of education. Many years ago, she completed beautician's school, but her training is not current. She had been to one company, but was turned down for a job. After attending some HIT classes, she went to the employment office and secured an interview for a job as a cook in a jail. After visiting the jail and seeing that she would have direct contact with the prisoners, she turned that job down.

Her financial condition was becoming more precarious, but she was gaining self confidence through her participation in the HIT classes. She realized that she had felt it "unbecoming" to evaluate herself as a "good worker." She checked with a CETA representative to see if grants were available for beautician training. No grants were currently available. The vocational interest inventory helped her to decide that her surest avenue to a job was probably that of a sales clerk. She prepared a job resume in a HIT class, and began to visit places of business. Within a

week's time, she had several promises of "maybe," and one definite promise of a job. She is now employed as cashier at a local department store.

Verda explains that she had visited the employment office numerous times, but HIT class attendance gave her the courage to visit prospective employers personally. She says, "I finally like myself and believe I am a worthwhile human being." Verda is certain HIT participation enabled her to get her job. She has brought several visitors to classes. She says she never wants to be in an area where there is no HIT program.

Continued mutual support is needed to keep positive gains!